

Effective of Aggression Control Skill Training in Males' Adjustment

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Abstract: The purpose of this study is to determine the effective of aggression control skill training in males' adjustment. The research was a semi-experimental method with pretest, posttest and control group design. First, one of art schools of 4th borough of Tehran was selected randomly and students filled out the adjustment questionnaire. Then, the individuals with lower than average were diagnosed, out of which 50 individuals were randomly selected and assigned into the experimental (N=25) and control groups (N=25). Adjustment questionnaire by Sing and Sinha with three subscales of emotional, social and educational adjustment was used as the research tool. The independent variable (anger control skill training) was administered for fourteen 90-minute sessions and responded to the aggression questionnaire in the post-test. Data were investigated using between-group covariance analysis. Results showed that, aggression control skill training had effect in the decrease of students' aggression.

Keywords: Aggression Control Skill Training, Adjustment, Emotional, Social and Educational Adjustment.

Introduction

Despite constant and sustained scientific efforts throughout the world for teaching anger management skills and considerable devotion of these efforts, in our country, the employment of practical policies for the management of anger's power, specifically during the adolescence that can potentially be destructive or instructive has been neglected. There is certain ambiguity in the absence of research evidence for the process and consequences of educational-therapeutic intervention and for the management of anger with regard to the cultural and social situations in Iran; hence, providing research evidence seems of crucial importance to clarify this ambiguity. Adjustment versus maladjustment refers to the acceptance and demonstration of proper behavior that is in harmony with the environment and environmental changes. Maladjustment means showing improper feedback to environmental stimuli in a way that is harmful for the self and others and the individual can't fit in with the expectations of self and others. Maladjustment can emerge in different contexts and settings addressing the internal or external aspects of individuals. Therefore, the trait of adjustment is usually used as educational, social and emotional adjustment. Adjustment is a growing and dynamic process that includes the balance between what the individuals want and what the society accepts. For want of a better word, adjustment is a mutual process. On one side, the individuals make effective contact with the society and on the other hand, the society provides some tools with which the individuals can realize their potential abilities. In this interaction, the individual undergoes the change and a relatively constant adjustment is created. Overall, adjustment refers to the individuals' mastery over the environment and getting along with self. Each of us responds to the environment and the changes occurring in it (Razavian Shad, 2005).

Therefore, the adjustment is a skill which should be learnt and its quality like other materials depends on the interest and effort of the individual for learning. The family and school environments and mass media play crucial role in providing the possibility for learning adjustment with the environment. Getting adjusted with the environment is the most important goal of all the activities of the organism, in a way that, all the individuals to adjust the changed and unchanged self with the changed and unchanged society. Uninhibited aggression usually leads to aggression (Navidi, 2008).

In fact, living is not anything except for the action of adjustment. The main role of adjustment is the continuance of social life in either major level, interpersonal or personal level. If there is no adjustment in individual level, there won't be any balance and therefore, tension and pressures lead to the creation of a phenomenon such as suicide. If there exists no adjustment in an interpersonal level, balance, cooperation and mutual trust will also be ruined and the lack of harmonious relationship will be observed. The society might then be destroyed, and pessimism will dominate in the society and the result might be war and social instability (Nazariri, 2006).

Therefore, and based on the above-mentioned literature, the present research aims to determine whether or not aggression control skill training is effective in the increase of adjustment.

Materials and methods

The present research employed semi-experimental method with pretest, posttest and control group design.

Table 1. Research design with pretest, posttest and control group design.

Group stage	Pre-test stage	Independent variable	Post-test stage
Experimental group	Tb	X	Ta
Control group	Tb	-	Ta
	Before		after

The research population included all the male students studying in the art schools located in the 4th region of Tehran city in the school year of 2014-2015. The research sample was determined based on Cochran formula (N=43). In order to prevent the drop out effect, 7 more individuals were selected and the sample was increased to 50 individuals.

Simple random sampling was used in this research. First, one art schools was randomly selected from among the art schools located in the 4th borough of Tehran and its students filled out the adjustment questionnaire. Then, the individuals who rated lower than average were diagnosed, out of which 50 individuals were randomly selected and assigned into the experimental (N=25) and control groups (N=25). The independent variable (anger control skill training) was administered for fourteen 90-minute sessions and responded to the aggression questionnaire in the post-test.

The research tool was 60-item adjustment questionnaire in three subscales of emotional, social and educational subscales. The independence variable (anger control skill training) was demonstrated for fourteen 90-minute sessions and the group re-filled out the adjustment questionnaire in the post-test.

In order to determine the validity coefficient, some of the professors specialized and expert in the research area were asked to judge the contents of the items and its congruence with the research hypotheses and goals. Their opinions were then sought and the questionnaire was altered according to their viewpoints prior to the administration. To determine the reliability of the questionnaire, 50 students were randomly selected, on whom the questionnaire was administered and the Cronbach was obtained to be .87.

Table 2. Aggression control skill training. The training work shop of aggression control training was administered for fourteen, 90-minute sessions.

sessions	goal	content
First session	1-All the group members make a proper and short introduction. 2- The general goal of the aggression control skill training is stated. 3- The group's rules and general expectations of the program are stated. 4-The concept of aggression is defined and the synonymous concepts are mentioned.	Introduction and stating the general expectations
Second session	1- The concept of aggression and other related concepts are defined and the differences are discussed in a simple language. 2- The relation between aggression, anger and hostility is explained in a simple language. 3- By referring to real examples and instances are stated, the destructive consequences of uncontrolled aggression are stated.	Anger and its consequences
Third session	1-Concept of "triggering factors of aggression" or "causing factors of aggression" is explained and refers to aggression-filled events and situations using proper examples. 2-the advantages and disadvantages of aggression are explained in summary referring to the distinction between justified and unjustified aggression. 3-physical signs describe thoughts and behaviors that are experienced while having the arousal of aggression.	Driving forces of aggression and common responses
Fourth session	1- Reporting his/her experience of aggression. 2- Explaining his/her personal patterns of aggression. 3- Stating the behaviors that are demonstrated while expressing anger. 4-describing the general changes in body while angry and aggressive.	Personal patterns of experiencing aggression and behavior
Fifth session	1-Comparing being relaxed or being tense in body and the feelings dominating these two states and explaining the difference. 2- Reporting the experience of aggression in framework of "report of aggression-related events". 3- Doing the exercises related to the strategy of relaxation.	Monitoring alarming signs of aggression, relaxation and decrease of tension
Sixth session	1-Explaining the concepts of holding a viewpoint and phenomenological perception of stimuli. 2- Explaining the role of personal perception of situations in triggering and intensifying the aggression along with proper examples. 3- Referring to several events that their aggressive characteristics are related to their personal perception and interpretation.	Holding a viewpoint, phenomenological perception of stimuli and experience of aggression

sessions	goal	content
Seventh session	1- Explaining the role of negative self-talks and non-beneficial thoughts. 2- Preparing a list of beneficial and constructive thoughts, beliefs and expectations in anger management. 3- Explaining the concept of aggression-filled thoughts, beliefs and expectations using proper examples.	The role of negative thoughts in experiencing the aggression
Eighth session	1-Explaining the mutual effect of negative thoughts and the experience of anger using proper examples. 2- Preparing and presenting a list of beneficial thoughts as appropriate alternatives for negative thoughts. 3- Role playing and showing the effective ways for coping with negative thoughts.	Changing the negative thoughts and aggression control
Ninth session	1-Explaining the concept of “ordering the self” using proper examples. 2- Having proper reminder for necessary situations. 3- Using these reminders to stop aggressive thoughts, diverting the attention from aggressive situation and challenging the thoughts and decisions.	Ordering the self for anger control
Tenth session	1-Explaining the concept of assertiveness and the importance of behaving assertively by referring to proper examples. 2- Comparing the assertiveness, passivity and aggression and stating the features of each of these behaviors. 3- Explaining the role of effective interpersonal relationships specially, assertiveness in anger control. 4- Role playing the assertiveness in stage plays. 5- Being more prepared to use assertiveness in real aggression-filled situations.	Assertive training and relational skills
eleventh session	After the session and doing the related assignments, each of the group members should be able: 1- To play assertiveness in a role play. 2- To be more prepared to use assertiveness in real aggression-filled situations.	Continuing assertive training and relational skills
Twelfth session	1-explaining the problem-solving with regard to its components (issue, solutions, options and consequences). 2- The necessity and importance of problem-solving strategy in aggression control using proper examples. 3- Using problem-solving strategy correctly after reading or hearing a description of a fake or real event. 4- Playing the employment of a problem-solving strategy in an aggression-filled situation and in an experimental setting.	Problem-solving strategies training
Thirteenth session	1-Using problem-solving strategy effectively after reading or hearing a description of a	Continuing problem-solving strategies training

sessions	goal	content
	fake or real event. 2- Playing the employment of problem-solving strategy in an aggression-filled situation and in an experimental setting.	
fourteenth session	1- Explaining the utilization of stress immunization training for controlling the anger. 2- Explaining the utilization of imaginary confrontation and response inhibition referring to its stages. 3- Preparing a hierarchy of aggression-filled situations for eventual confrontation. 4- Doing the instructions of imaginary confrontation and response control in an experimental situation.	Stress immunization training for controlling the anger

Data were investigated using descriptive statistics and the research hypotheses were investigated using between-group covariance analysis.

Results

Table 3. Mean and standard deviation of adjustment and its aspects in the experimental and control groups and in the pre-test and post-test stages.

Adjustment and its Aspects	Experimental Group				Control Group			
	Pretest		Posttest		Pretest		Posttest	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
emotional Adjustment	8.48	2.58	6.44	3.27	7.60	2.83	8.08	3.83
Social Adjustment	8.12	2.40	5.88	3.15	7.36	3.39	7.52	3.28
Educational Adjustment	8.80	3.20	8.04	3.56	8.40	3.74	8.52	3.44
Total Adjustment	25.40	5.87	20.36	7.98	23.36	7.27	24.12	7.67

The results of table 3 indicate that, there is no between-group difference on aggression and its aspects in the pretest. The total scores of subjects' aggression in the pretest and in the experimental and control groups are equal to 25.4 and 23.3, respectively. However, there is significant difference between the experimental and control groups in the post-test. The mean scores of aggression in the experimental group increased from 20.3 to 25.4. That is to say that, with the decrease of score in the scale of adjustment, the overall adjustment of students has improved.

The research findings were analyzed based on the research hypothesis. Between-group covariance analysis was used to analyze the research hypotheses. But first, Levene's test was used to test the presumption of variances' equality.

Table 4. The results of Levene's test on the presumption of the variances' equality of the subjects' scores.

test variable	F coefficient	p coefficient
aggression	.789	.138

The results of table 4 indicate that, the f value is not significant at .05 ($p > .05$). Therefore, the assumption of variances' equality is confirmed. Moreover, other assumptions (being linear and slopes' homogeneity) are also observed and hence, between-group covariance analysis can be employed.

First hypothesis: group aggression control skill training will be effective in the increase of adjustment.

Table 5. covariance analysis of the effectiveness of group aggression control skill training in the increase of adjustment.

Index Source of change	SS	df	MS	F coefficient	P Sig.	Eta square	Statistical power
Adjustment (pre-test)	1029.709	1	1029.709	-	-	-	-
Group	328.617	1	328.617	25.356	.001	.350	.999
Error	1908.691	47	40.610				
total	27846.000	50					

With regard to the results of table 5 and based on the results of covariance analysis test, group aggression control skill training was effective in the increase of adjustment among the students ($P=.001$ and $F=25.35$). Moreover, the degree of this difference (Eta square) was equal to .35 and the statistical power equaled .999. Therefore, the results indicate that, group aggression control skill training was effective in the increase of students' adjustment and this difference is significant ($P<.05$). Therefore, the research hypothesis is confirmed.

Disussion and Conclusion

The results of the present research indicated that, group aggression control skill training increases the degree of adjustment among the students. The results of this section is in line with the results of the research by the researchers such as (Dortaj & Masaebi ,2009; Lou et al., 2008; Botvin & Kantor, 2007; Graham, 2002; Stern, 2002). These researchers conclude that, group aggression control skill training can increase social adjustment and eventually enhance the life quality of the subjects in the study. Moreover, these trainings change undesirable events and barriers among the trained individuals and have caused the individuals to successfully overcome and rectify their problems, disorders and behavioral issues at home and at school. In the analysis and interpretation of the findings in this section and in terms of the positive effect of group aggression skill training in the increase of adjustment among the adolescents, we can conclude that, these trainings and group interventions not only create and enhance the positive behaviors in adolescents and young people but they can also exert significant effect on the social life of adolescents.

It seems that, adjustment is a state or condition in which the individual's behavior adapts to the needs of culture or society and the individual feels that his/her needs have been satisfied or will be satisfied. Adjustment is a mutual process. On one side, the individuals make effective contact with the society and on the other hand, the society provides some tools with which the individuals can realize their potential abilities. In this interaction, the individual undergoes the change and a relatively constant adjustment is created. Overall, adjustment refers to the individuals' mastery over the environment and getting along with self. Each of us responds to the environment and the changes occurring in it (Razavian Shad, 2005). Therefore, the adjustment is a skill which should be learnt and its quality like other materials depends on the interest and effort of the individual for learning. The family and school environments and mass media play crucial role in providing the possibility for learning adjustment with the environment.

Good adjustment gives the individuals with feelings of "being good" in a way that, it eliminates all the signs of failure and frustration. Hence, adjustment refers to the individual's mastery over the environment and feelings of coping with the self. Then, each of us responds to the environment and the changes occurring in it (Razavian Shad, 2005).

Getting adjusted with the environment is the most important goal of all the organisms' activities. Individuals with high levels of adjustment respect themselves and consider themselves as worthy and accepted by others and therefore, they are self-reliant in their social interactions and can easily establish close and satisfactory relationship with others. It seems that the degree of adjustment depends on various factors. These factors include personal characteristics, attitudes, skills, physical condition or the nature of the settings with which the individual faces such as family problems, natural and sudden events. The human and the environment change constantly; therefore, this adjustment undergoes the change and the adjustment of adolescents and young people is different as compared to other individuals and there are also many factors that can directly or indirectly affect the adolescents' power of adjustment. Adolescence is a period between the childhood and adulthood and the individual undergoes the change in social aspect. The adolescent gets away from his/her bonds in the childhood and goes toward achieving the independence. Due to the accurate transition from this critical period, the individual achieves emotional and social adjustment and a fully grown and healthy personality is established in him/her.

Finally, regarding the crucial and constructive role of group aggression control skill training in the enhancement of male students' level of adjustment, we can conclude that, the ability to cooperate with others,

improving the orientation in their lives and pursuing positive and worthwhile goals are of critical importance for adolescents and their families and all of these components are regarded as vital aspects of life because having a healthy and dynamic society for individuals away from the distress and maladjustment is crucial for the youth who will determine and shape successful and promising future and devoting attention to them through constant education is essential. Along with the results of the present research, it can be concluded that, the authorities and managers in the educational settings should lay the foundation for such trainings in all the educational boroughs of Tehran city through the cooperation of other institutions such as health offices and public call for the participation of all the students and their parents.

Conflict of interest

The authors declare no conflict of interest.

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